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AUTHOR Hubek, June; Zucca, Ida
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ABSTRACT

This handbook for educators is designed as a guide to planning, implementing, and evaluating a career resource center adaptable to all levels of education. It is divided into five sections. Section 1 discussed the major services of a career resource center and the benefits derived from these services. A step-by-step procedure on how to establish a center is detailed in section 2. Topics include steering committee selection, funding, site selection, ordering of materials, and orientation. Section 3 contains information on selecting and organizing materials. Section 4 provides a physical description of a career resource center including the location, size, arrangement, and decor. Suggestions for maintaining and utilizing the center are found in section 5. Focus is on the roles of team members and paraprofessional aides as well as activities that can be conducted through the center. Ideas are also included for inservice, public relations, and evaluation procedures. A proposal form and two lists of materials for a center are appended. (YLB)

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CRC
CAREER RESOURCE CENTERS

Where Students Focus
on the Future

Written by

June Hubek
Curriculum Resource Teacher
Career Education

Ida Zucca
Program Coordinator
Occupational/Placement Specialists

Orange County Public Schools
Career Education

Dr. James L. Schott, Superintendent

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State of Florida Department of Education, Tallahassee, Florida, 1982
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The expressed need for current non-sex biased occupational and career information to assist students in career guidance prompted Ida Zucca, Program Coordinator, Occupational/Placement Specialists, to request funding from the Florida Department of Education, Division of Vocational Education, to establish model career resource centers in Orange County.

Upon receipt of the funding, three schools were selected as sites for the resource centers. Many individuals contributed much time and effort to assure the success of the project.

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INTRODUCTION

Career Education emerged on the educational scene in the early 1970's in response to the rising tide of students who were leaving the school system at all levels with little or no marketable skills and employability skills. Sidney Marlin, former Commissioner of Education, felt that work and education are inseparable and that the ultimate test of the educational process on any level is how close it comes to preparing people to be alive and active with their hearts, their minds, and their hands. Marlin made Career Education the highest priority of his administration.

State agencies and legislatures were quick to respond to the national leadership. In Florida, the combined efforts of the State Legislature, the State Board of Education, and the State Department of Education resulted in Career Education programs around the state. The "Vocational Education Package" broadened the definition of Vocational Education and led the legislature to appropriate funds for Career Education Projects to be developed and implemented in the state districts.

In October 1973, an official position paper, providing the basis for the state policy relating to Career Education implementation, was developed, approved, and disseminated by the Department of Education. This official position paper stated that Career Education should provide the experience necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions and should result in increased knowledge of oneself and one's environment. The concepts of Career Education extend to all levels of education and impact learners of all economic, social, and ethnic backgrounds.

In order to meet the goals of Career Education, and to provide effective career planning and decision making, it is necessary to have accurate and up-to-date career information available. The Career Resource Center has proved to be an effective means of delivering Career Education and career guidance.

This handbook has been prepared to provide a useful guide to planning, implementing, and evaluating a Career Resource Center. Within the five sections, the reader will find the definition and objectives of a Career Resource Center, a step by step procedure on how to establish a center, information on how to select and organize materials, a physical description, and suggestions for maintaining and utilizing the center. Also included are ideas for in-service, public relations, and evaluation procedures.

Overall, the handbook provides the means for educators to design a career resource center suited to their needs and adaptable to all levels of education.

SECTION I WHY?

A CAREER RESOURCE CENTER

WHY HAVE CAREER RESOURCE CENTERS

The follow-up studies conducted each year among high school graduates reveal a continuing desire on the part of the students for more career planning information. To adequately counsel students, guidance counselors and occupational/placement specialists depend heavily on literature and media since career information is constantly changing. A recent survey among guidance personnel revealed that most schools have outdated materials housed in inadequate settings or scattered in many different areas. This results in ineffectiveness and inefficiency in assisting students with career development.

Career Resource Centers are designed to organize resources, both human and material, into a unified system. Located in a central area, preferably in or near the media center, career materials and services are readily available and accessible to individuals desiring assistance with career planning. By consolidating resources and allowing for many individuals to be served at once, the Career Resource Center becomes a cost effective way of providing career guidance.

MAJOR SERVICES

The major services of a career resource center are to:

1. Provide current occupational, educational, and personal-social information.
2. Help individuals use resources to achieve their goals.
3. Promote thoughtful career planning and decision-making.
4. Provide job placement and employability skills.

5. Assist individuals in assessing and understanding their personal attitudes, values, interests, and aptitudes.

6. Foster the integration of career development activities into classroom instruction.

7. Provide career guidance, including testing activities.

8. Foster the use of community resources.

9. Prepare individuals for life-role transitions.

10. Provide a setting where individuals can feel comfortable in sharing their interests and concerns in a non-threatening environment.

11. Compliment the academic preparation of students.

Career guidance concerns of educators, students, and parents can affectively be addressed in the Career Resource Center. Teachers can benefit from the numerous resources by finding support materials to assist them in lesson planning. Counselors can avail themselves of updated materials and information in Career Guidance. Students can utilize the materials and services to obtain direction in career planning. The potential use of a Career Resource Center extends beyond the classroom into the community. Adults contemplating mid-life career changes or desiring information to help their children can find assistance in the resources available. Articulation with community agencies serving handicapped and the disadvantaged can also be an important focus for the center.

WHO BENEFITS FROM CAREER RESOURCE CENTERS

Ultimately, the implementation of a Career Resource Center can result in more appropriate placement of school-leavers, the enhancement of career guidance and counseling programs, lowered student attrition, and increased student life-role aspirations and expectations. By integrating information and services, people in all stages of life can receive assistance in a positive direction. The Career Resource Center can serve as the core of a viable and dynamic career guidance program.

SECTION 2 HOW ?

ESTABLISHING A CAREER RESOURCE CENTER

SELECTING A STEERING COMMITTEE

The selection of a steering committee to assist with implementing and maintaining the career resource center is vital to its success. The committee, consisting of an administrator, teacher, occupational/placement specialist, media specialist, counselor, student, and a community representative will be involved in every phase of the establishment and operation of the center.

INVESTIGATING FUNDING

Investigating funding sources is the first major responsibility of the committee. The following sources should be considered:

School Budget

Media Specialist funds

Guidance Department budget

Career Education Mini-Grants

Donations/sponsorships from community service organizations or local business

Vocational Funding Guide

To obtain monies from vocational funding, it is necessary to submit a proposal which must include documented evidence of need, the objectives, a plan of action, and the proposed budget. Appendix A contains a complete proposal form.

The lack of adequate funding should not deter schools from proceeding with a career resource center. The committee needs to identify what can be accomplished with existing funds and then expand as new sources of money become available.

SELECTING A SITE

The next step in planning the center is to select an appropriate site. Factors to be taken into consideration are the number of clients that could be served at one time, amount of equipment, furniture, and displays. More information on the contents of a center is found in Section IV.

VISITING OTHER CENTERS

Visiting already established career resource centers in other public schools, community colleges and/or the local university will provide the committee with suggestions and ideas. Also, a slide/tape presentation on the three model career resource centers in Orange County is available for viewing.

ORDERING MATERIALS

With the groundwork laid, it is now time to begin work on the center itself. Existing materials should be inventoried and discarded if outdated. A prioritized list of desired materials should be drawn and orders placed as the money becomes available. When the orders begin arriving, the materials need to be catalogued and arranged in the center.

CONDUCTING ORIENTATION

To assure proper use of the career resource center, it is essential to inservice the faculty, students, and the community. An official grand opening by means of an open house will effectively publicize the center. With the planning and organizational work completed, the committee's role now becomes one of assisting the center's clients in benefiting from the materials and sources made available.

SECTION 3 WHAT ?

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MATERIALS TO SELECT AND METHODS FOR ORGANIZING

A well equipped career resource center will include books, pamphlets, magazines, catalogues, audio visuals, games, kits, microfiche, and softwear if minicomputers are available. Materials will vary depending on the grade level. While hands-on activities such as puzzles would be appropriate for a center in an elementary setting, a senior high school should consider a computer terminal for a guidance system such as Discover. The types of information found in a Career Resource Center fall into three categories: educational and training, occupational, and self-awareness.

CLASSES OF INFORMATION

Educational and Training - Provides information on community colleges, four-year colleges and universities, and vocational/technical schools. Data is available on curricular offerings, tuition, financial assistance, housing, and extra curricula activities.

Occupational - Provides information on careers and jobs. Data is concerned with job entry requirements, working conditions, salary and benefits, duties, potential advancement, predicted supply and demand.

Self-awareness - Information is concerned with assessing attitudes and values, encouraging a positive outlook, and improving interpersonal skills.

Before selecting materials, certain criteria needs to be decided upon.

Following is a discussion of criteria to be considered:

SELECTION CRITERIA

Price: Care should be taken that the whole budget is not consumed on a few items. "Comparison shopping" is necessary to find quality materials at affordable prices.

Reading Level: The reading level should be appropriate to the age and developmental level of those using the center. Do not neglect obtaining materials for exceptional students.

Recent Publishing Date: Select materials that have been published within the last five years. The more recent the material, the more current the information will be.

Appropriateness: Content of all materials should reflect the objectives of the career resource center. Even free materials should not be used if they do not relate to the objectives.

Use of Dated Material: Statistical information on such data as the number of workers in different locations will become outdated very rapidly. Also, visuals that picture certain clothing fads should be avoided. Material with more general information will not have to be replaced so frequently.

Accuracy/Balance: Over glamorized presentations along with an emphasis on only the positive or negative aspects of a particular career should be avoided.

Sex Bias: There should be a fairly equal presentation in both pictures and text of males and females performing different jobs and engaged in non-traditional careers. Sexist language should be avoided.

Racial Bias: People of various racial and ethnic backgrounds should be presented in a variety of activities in a non-stereotyped manner.

Availability of Replacement Items: When purchasing multi-media kits, check whether damaged or lost items such as cassette tapes or film strips can be replaced at a minimal cost.

An example of a checklist that can be used when reviewing materials is shown in Figure 1.

The types of materials to be reviewed for possible inclusion in the career resource center fall in these categories:

SPECIFIC CATEGORIES

Armed Services Information	Employability Skills
Colleges and Universities	Local Employment Opportunities
Trade and Vocational Schools	State Occupation Information
Occupations	Self-awareness Materials

In every career resource center there are certain standard materials such as the Occupational Outlook Handbook that should be included. A list of these "musts" are found in Appendix B. A list of materials suitable for an elementary school is contained in another Orange County publication, "Guide to a Resource Center--Elementary."

Once the books and other items have been obtained for the center, an appropriate filing system must be selected. Methods for organizing will vary depending upon individual preferences and what is practical in each situation.

Title	Publisher	Date	Cost	Reading Level	Appropriateness	Use of Dated Material	Accuracy/Balance	Sex Bias	Racial Bias	Replacement Items Available

Indicate "yes" or "no" in the spaces above

Fig. 1 - Sample Checklist for Selecting Materials

CATALOGING AND FILING OPTIONS

The most commonly used filing options include:

Library Classification--the standard Dewey Decimal System can be utilized thus making the holdings in the career center consistent with the media center.

Alphabetical--Materials can be filed alphabetically according to occupational titles. This system is easy to use and maintain, and all materials on one occupation are grouped together. A cross reference index will be needed for occupations that have alternate titles.

Career Information System (CIS)--Developed by the Appalachia Education Laboratory and published by McKnight Publishing Company. This system arranges materials by clusters. Career information resources are indexed to the Worker Trait Groups developed by the U.S. Department of Labor and included in the Dictionary of Occupational Titles.

SECTION 4 WHERE ? PHYSICAL SITE

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LOCATION

The Career Resource Center should be in a central location easily accessible to students. The media center, where students normally congregate, offers numerous advantages as a location for the career resources:

- More students can be served by the center.
- Printed materials and media will be housed in a central area thus avoiding duplication.
- Central cataloging system can be utilized.
- Larger groups can be accomodated.
- Media Center can be opened in the evening for community use.
- Staff members such as the occupational/placement specialist and media specialist can assist one another.

SIZE

The size of the center will vary depending on the number of students to be served, the types of activities to be offered, and the needs of the potential users. In estimating space requirements, the following items should be considered:

Individual work areas/study carrels

Chairs

Conference tables

Display racks

File cabinets

Audio visual viewing areas

Shelving

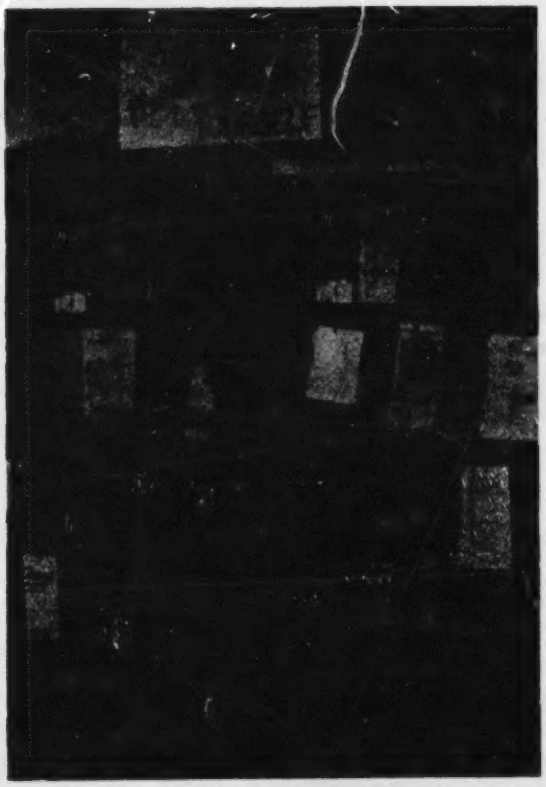
Storage

ARRANGEMENT

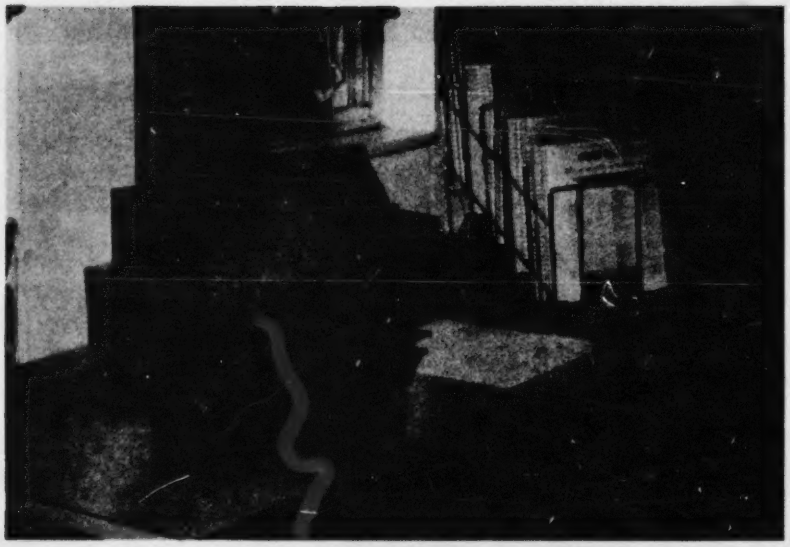
Materials and displays should be open for easy access by all clients. The arrangement of shelves, files, tables, and racks should not impede traffic flow. A desk for a staff member placed close to the center will allow full visibility of activities.

DECOR

A bright, cheerful, informal decor will encourage students to visit and use the center. The use of colorful pictures, posters, attractively arranged displays and plants can help create an inviting atmosphere. It is not necessary to spend large sums of money to "dress up" the center. Potential items and furnishings may already be available in district storage rooms, storage closets, or classrooms. Community organizations and PTA's can be called upon to help in decorating the center.

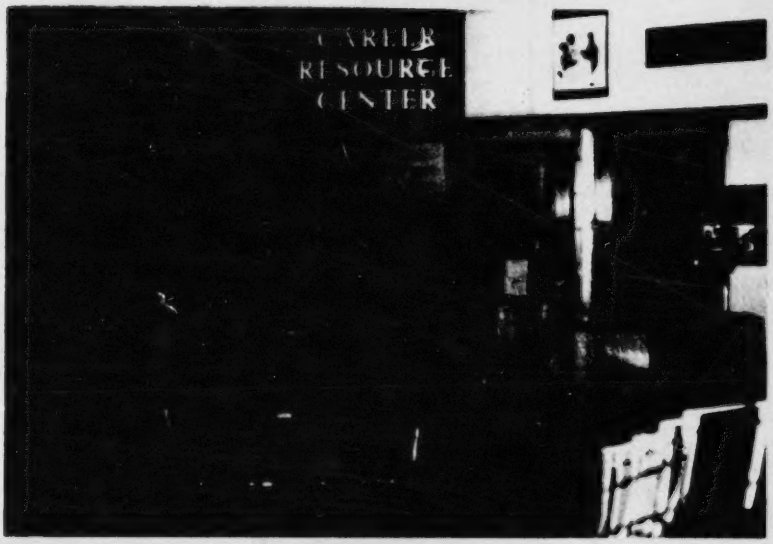


Effective display areas are crucial to the utilization of the career resource center.

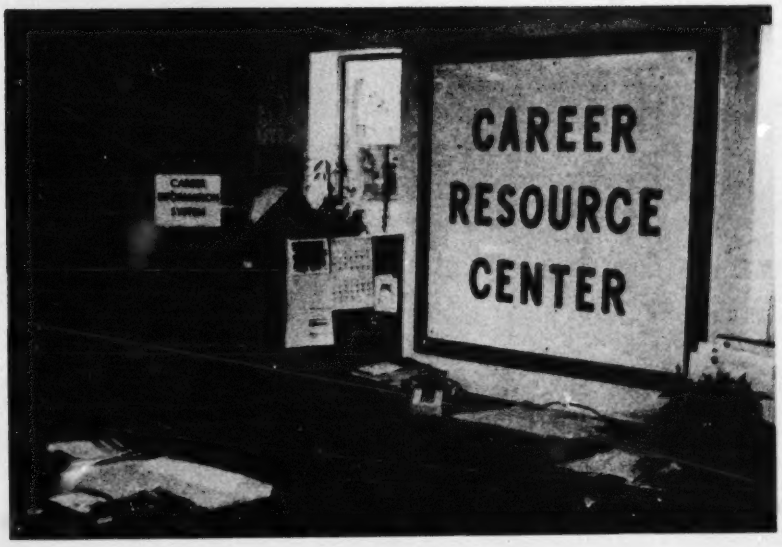


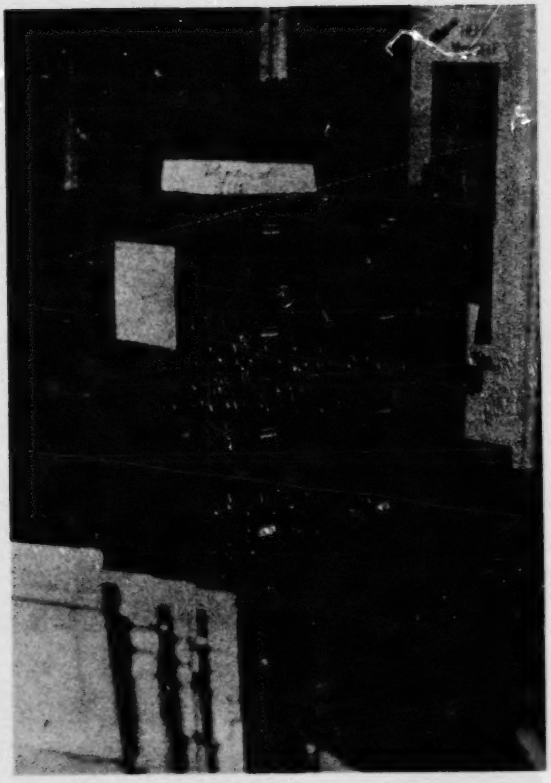
AV equipment should be accessible on an independent basis.

Allow sufficient shelving for materials on hand with spaces to expand.



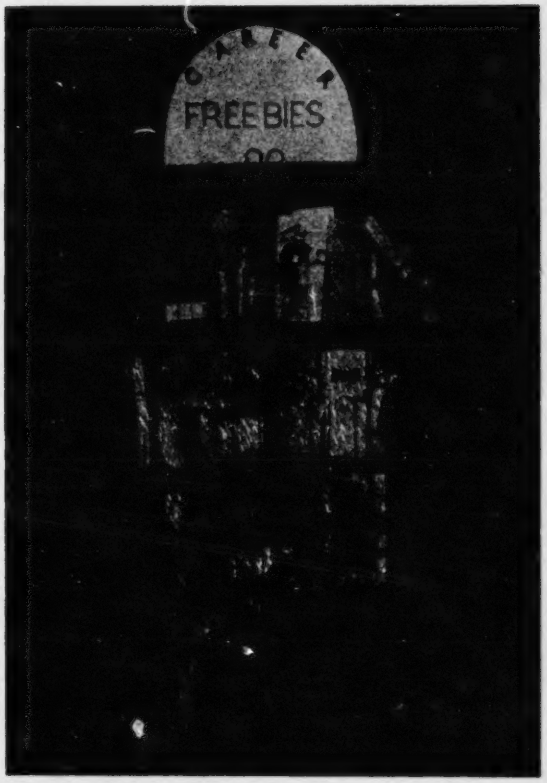
Labeling materials clearly will enable clients to locate and replace materials with a minimum of assistance.





Vertical files hold large amounts of material in a compact area.

Center equipment should be located so casual supervisor is available at all times.



Various kinds of display racks are needed.

SECTION 5 WHO ?

OPERATION AND MAINTENANCE

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ROLES OF TEAM MEMBERS

The effective maintenance and use of the career resource center depends heavily upon a trained staff who are committed to a cooperative working arrangement. Ideally, the guidance counselor, occupational/placement specialist, and media specialist should share the responsibility for coordinating the center. Their duties would consist of:

- Planning and developing career development classroom activities.
- Administering and interpreting interest inventories.
- Providing for individual and group counseling experiences.
- Making presentations to classes.
- Providing students with employability skills.
- Scheduling career days, resource speakers, field trips, and job shadowing experiences.
- Conducting orientation and inservice for faculty, students, and community.
- Maintaining and updating the center.
- Recommending purchases when needed.
- Researching local job opportunities and employment trends.

Local conditions will dictate the number of full-time staff and how the responsibilities are to be divided.

Involving para-professionals is an inexpensive way of providing additional help in the center.

VOLUNTEERS

Students and community volunteers, such as retired citizens and parents, can be trained to assist in the center in the following kinds of activities:

- Assist clients in the operation of audiovisual equipment.
- Maintain bulletin board displays.
- Assist clients in the use of career information.
- Assist in scheduling career days and speakers and field trips.
- Maintain career information materials.

CLERICAL PERSONNEL

If it is possible to have clerical help, they could assist in many of the routine tasks such as:

- Keep records on center usage.
- Checkout materials.
- Order materials.
- Maintain inventories of materials and equipment.
- Obtain supplies.
- Arrange for counseling sessions.
- Monitor phone requests.
- Maintain resource files.
- Identify materials that need replacement.
- Monitor the use of equipment.
- Monitor the administration of tests and inventories.
- Type letters, memos.
- Catalogue materials.

UTILIZATION OF THE CENTER

A typical day in a resource center could reveal a bee hive of continuous activity as students do independent research, complete interest surveys, access the computer for career guidance information, take part in a group discussion, or participate in a game or hands-on activity. To assist students, individualized modules such as the one shown in Figure 2 can direct them in certain activities. Modules which should contain objectives, suggested resources, and activities cover such topics as the job interview, interpersonal relations, colleges, job changes. A suggested list of modules is in Appendix C.

Teachers benefit from the resource center as they locate materials that can be used to teach career awareness in their classes and activities that can be incorporated in their lesson plans.

Members of the community who are interested in changing careers can utilize the center in the late afternoon or evening hours to locate information.

Additional activities that can be conducted through the career resource center include:

Career Day - Local area persons representing many occupations are invited to speak about their careers.

Career Guidance Classes - The career resource center staff conducts group sessions on career planning.

Placement Program - The occupational/placement specialist assists students in obtaining part-time or full-time employment.

CAREER RESOURCE SERVICES CENTER
MODULE 12

HOW TO START YOUR JOB HUNT

INFORMATION SIGN

WHAT THIS MODULE CAN DO FOR YOU:

1. Provide information on how to start your job hunt and where to look for jobs.
2. Help you write a resume appropriate for your job objective.
3. Help you learn how to write cover letters and follow-up letter pertaining to your job hunt.
4. Help you prepare for your job interview.

HOW: The following resources and activities can help you achieve the module objectives. DO ANY OR ALL OF THESE:

1. View filmstrips such as:

   "Your Job Search"
   "Things To Find Out"
   "Preparing For An Interview"
   "Job Hunting Where to Begin"
   "Your Job, Will You Keep It"

2. Browse through books and materials such as:

   Your Job Search (Employability Skills Series)
   How To Choose A Career
   "Job Hunting Hints and Employability Skills"(Brochure)
   "Where To Look For Jobs" (Florida State Employment Brochure)
   Using The Want Ads

National Career Guidance Week - A week set aside each year in the fall to promote career and vocational guidance. Poster and poetry contests are some of the activities.

INSERVICE

In order to assure efficient and advantageous use of the career resource center, it is important to inservice the faculty and students. Arrangements could be made, perhaps in a regular faculty meeting, to acquaint the staff with the center. Classes of students should receive an orientation and be given an assignment that would familiarize them with the services and materials.

OPEN HOUSE

Holding an open house will allow the parents and community business people to tour the center and find out what is available. The following steps are important in holding an effective open house:

- Contact the local paper for publicity.
- Send flyers to businesses in the community.
- Prepare good directional signs in the building.
- Prepare students to act as tour guides, answer questions, and demonstrate equipment.

PUBLIC RELATIONS

The open house is but one phase of a well-planned public relations program which should continue thoughout the year and will encourage more extensive use of the center. The slide presentation, which accompanies this handbook, can be shown to students, faculty, PTA, and community and service organizations. Additional suggestions for publicity include:

- Prepare a calendar of coming events and distribute to the faculty. (See Figure 3)

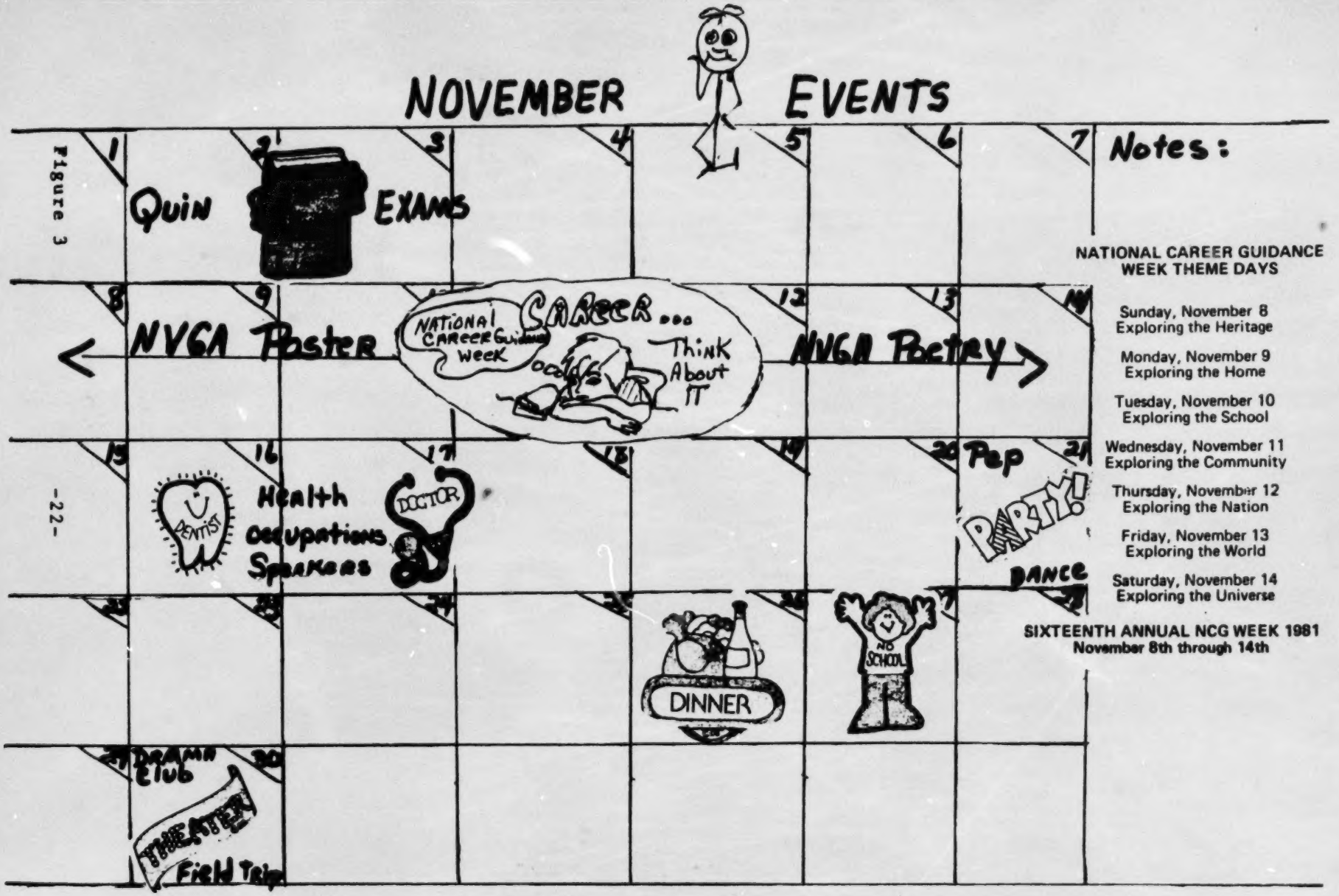

Figure 3

"PLAN Ahead -- it WASN't RAINING When Noah built the ARK."

- Display attractive posters at various places in the school building.
- Publish article on career resource centers in the school paper.
- Develop a Career Resource Center newsletter.
- Prepare brochure and/or flyer describing center resources, programs, activities, and services.
- Submit information for public services announcements on local radio stations.

EVALUATION

The effectiveness of the career resource center can be determined through a well-designed evaluation. Information can be obtained that will give direction in the future planning efforts and will provide data for accountability. After the center has been operational for several months, an evaluation such as the one in Figure 4 could be given to students. The tabulated results will lend credence to requests for continued support and funding for the career resource center.

CLIENT QUESTIONNAIRE

Please rate each of the following questions by checking ( ) the appropriate answer.

1. How many times have you voluntarily visited the career resource center?

   _____ a. 15 or more times _____ c. 1 to 4 times

   _____ b. 5 to 14 times _____ d. never

2. How many times have you visited the career resource center because it was required?

   _____ a. 15 or more times _____ c. 1 to 4 times

   _____ b. 5 to 14 times _____ d. never

3. Have you received an orientation to the center?

   _____ a. Yes _____ b. No

4. Why did you first visit the center?

   _____ a. Referred by a counselor

   _____ b. Referred by a faculty member

   _____ c. Recommended by another student

   _____ d. Advertisement or brochure

   _____ e. Part of class assignment

   _____ f. Personal interest

   _____ g. Other (explain)_____

5. What kind of information have you looked for in the center? Check all that apply.

   _____ a. Information about yourself (self-awareness)

   _____ b. Educational opportunities beyond high school

   _____ c. Information about occupations

6. Have you participated in career resource center programs or activities?

   _____ a. Yes _____ b. No

7. How often have you received assistance from career center staff?

   _____ a. 5 or more times _____ c. 1 or 2 times

   _____ b. 3 or 4 times _____ d. never

Figure 4

8. How often have you had difficulty in locating resources?

_____ a. 5 or more times _____ c. 1 or 2 times

_____ b. 3 or 4 times _____ d. never

9. Please rate each of the following statements as to whether or not you agree with them. For example: If you agree with a statement, circle the "A." If you disagree, circle the "D." If you have no opinion, circle the question mark "?."

		Agree	No Opinion	Disagree
_____ a.	The career resource center provides current and up-to-date information.	A	?	D
_____ b	The career resource center has helped me in making or confirming a career decision.	A	?	D
_____ c.	I feel the career resource center had adequate information available to assist me in my career decision.	A	?	D
_____ d.	The staff members were knowledgeable concerning other services that might help me in making a career decision.	A	?	D
_____ e.	I found the career resource center to be a very comfortable and relaxed place	A	?	D
_____ f.	I found the information I wanted at the career resource center.	A	?	D
_____ g.	I found the staff to be easy to talk with and to get help from.	A	?	D

Please comment on any additional resources or services you feel should be available in the career resource center.

_____

_____

_____

Figure 4 (Continued)

APPENDICES

PROPOSAL FORM

Application for Federal Vocational Funds

THIS FORM MUST BE COMPLETED IN ACCORDANCE WITH THE *INSTRUCTION MANUAL, APPLICATION FOR FEDERAL VOCATIONAL FUNDS, VOCATIONAL DIVISION.* Please do not attempt to complete the form without the narrative and specific instructions contained in the manual.

1. Year _____ 2. Region _____

3. Agency _____

4. Location _____ 5. Area _____

6. Contact _____

_____

7. Category _____

8. Priority _____ 9. Title _____

_____

10. CIP _____ 11. Type _____

12. Level _____ 13. Target Group _____

14. Clientele _____

15. Enrollment

_____

Type(s) of Students		Enrollment
	M	
	F	
	M	
	F	
	M	
	F	
	M	
	F	
	M	
	F	

16. Placement _____ 17. Personnel _____ 18. Personnel _____

19. Facility _____ 20. Facility _____ 21. Status _____

22. Council _____ 23. Dates _____

24. Results _____ 25. Method _____

28. Exceptionalities

Exceptionality	Agency

27. Services

Exceptional Child Education: _____

_____

_____

Signature: _____

Vocational Rehabilitation: _____

_____

_____

Signature: _____

Vocational Education: _____

_____

_____

Signature: _____

28. IEP _____

_____

_____

29. Special _____

_____

_____

_____

30. Non-traditional _____

31. Stereotyping _____

32. Potential _____

33. Evaluation _____

34. Need _____

35. Objectives _____

36. Means

37. Ends

38. Evaluation

39. Dissemination

40. Budget

		DVE USE ONLY		
	Requested	Recommended	Approved	Funded
A. Personnel (if not supported by state funding)				
B. Travel				
C. Materials & Supplies				
D. Capital Outlay:				
1. Equipment				
2. Audio-visual Materials				
3. Other (specify) _____				
E. Other Expenditures (specify)				
_____				
_____				
_____				
_____				
_____				
_____				
TOTAL				

41. Cooperation

NAME	TITLE

ITEM 42 IS FOR USE BY DIVISION OF VOCATIONAL EDUCATION PERSONNEL ONLY

42. Signatures

NAME AND TITLE	RECOMMENDED	NOT RECOMMENDED

CRC
CAREER RESOURCE CENTERS

MUSTS FOR THE CAREER RESOURCE CENTER

Elementary

Career Decision Game, Instructo/McGraw-Hill, Paoli, Pennsylvania.

Career Environment Cards, Developmental Learning Materials, Niles, Illinois.

Career Flashcards, Career Futures, Inc., Philadelphia, Pennsylvania.

Career Mini-Books/Personal Service Occupations, Ideal School Supply Co., Oaklawn, Illinois.

Career Mini-Books/Public Service Occupations, Ideal School Supply Co., Oaklawn, Illinois.

Charlie Brown's Career Education Series, Intermediate A and B, Random House School Division, Westminster, Maryland (Multi Media).

Developing Self-Confidence (Filmstrip), Learning Tree, Englewood, Colorado.

Developing Understanding of Self and Others, (DUSO) Level One, American Guidance Service, Inc., Circle Pines, Minnesota, (Multi Media).

Developing Understanding of Self and Others, (DUSO) Level Two, American Guidance Service, Inc., Circle Pines, Minnesota, (Multi Media).

Foote, Patricia, Girls Can Be Anything They Want, Julion Messner, New York.

Gill, Joe, Popeye Career Awareness Comic Books, King Features, New York.

Hopke, William E ; Parramore, Barbara M., Children's Dictionary of Occupations, Career Futures, Inc., Philadelphia, Pennsylvania.

Leiner, Katherine, Ask Me What My Mother Does, Franklin Watts, New York.

Occupation Match-Ups, Developmental Learning Materials, Niles, Illinois.

The Valuing Approach to Career Education, K-2 Series and 3-5 Series, Education Achievement Corporation, Waco, Texas.

Secondary

Barron's Profiles of American Colleges, Volumes I and II, Barron's Educational Series, Inc., Woodbury, New York.

Basic Skills for Changing World, Walt Disney Education Media, Burbank, California, (Multi Media).

Colledger With Roladex, Houghten Mifflin (Senior High level), Hanover, New Hampshire.

"Careers," Parker Brothers (Game), Salem, Massachusettes.

Career Information System, 12 volumes (Senior High level), Butterick Publishing, Altoona, Pennsylvania.

Career Opportunities, Houghton Mifflin, Hanover, New Hampshire, (Multi Media).

"Career Research Monographs," The Institute for Research, Chicago, Illinois.

"Career World," Curriculum Innovations, Inc., Highland Park, Illinois, (Periodical).

"Chronical Guidance Occupational Briefs," Chronical Guidance Publications, Inc., Moravia, New York.

Chronical Two-Year College Databook, Chronical Guidance Publications, Inc., Moravia, New York.

Chronical Four-Year College Databook, Chronical Guidance Publications, Inc., Moravia, New York.

"College-Major Careers Kit," Careers, Inc., Largo, Florida.

Dictionary of Occupational Titles, U.S. Department of Labor, Washington D.C.

"Employability Skills Series," Six books, State of Florida Department of Education, Tallahassee, Florida, (also available in Spanish).

Encyclopedia of Careers and Vocational Guidance, Volumes I and II, J. G. Ferguson Publishing Co., Chicago, Illinois.

Exploring Careers, U.S. Department of Labor, Washington D.C.

"File on Facts," Chronical Guidance Publications, Inc., Moravia, New York.

Finding Your Job, (30 volumes), Finney Co., Minneapolis, Minnesota.

Florida VIEW, State of Florida, Tallahassee, Florida.

Index of Majors, College Board Publications Orders, Princeton, New Jersey.

Janus Job Planner, Janus Book Publishers, Hayward, California.

"Job Lab #2," TSC, Hanover, New Hampshire.

Lovejoys College Guide, Simon and Schuster, New York, New York.

Occufile (6 Volumes), (Occupational Awareness, Los Alamitos, California.

Occupational Guidance, (40 Volumes), Finney Co., Minneapolis, Minnesota.

Occupational Outlook Handbook, U.S. Department of Labor, Washington D.C.

"Occupational View-Deck," Chronical Guidance Publications, Inc., Moravia, New York.

"Real World Publications," King Features Syndicate, New York, New York, (Periodical).

Suchar, Elizabeth W., Financial Aid Guide for College, Monarch Press, New York, New York.

Vocational Biographies, Vocational Biographies, Inc., (Jr. High level) Sauk Centre, Minnesota.

Vocational Guidance Career Series, (30 Volumes), Social Studies School Services, Culver City, California.

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List of Modules for Career Resource Services Center

Module #1	Everything You've Ever Wanted to Know About Your Career Resource Services Center
Module #2	Career Resource Services Center -- Where To Find It
Module #3	Who Am I? (Self Assessment and Profile)
Module #4	What's Involved in Making a Career Decision?
Module #5	Resume Writing Guide -- How to Prepare a Resume
Module #6	The Job Interview
Module #7	Job Application
Module #8	Letter Writing Guide
Module #9	Job Termination/Job Changes
Module #10	How to Deal With People -- You and Others
Module #11	Job Forecast and Your Career Plans
Module #12	How to Start Your Job Hunt
Module #13	Matching Subjects and Jobs
Module #14	Your Job and Your Lifestyle -- Using Your Hobbies
Module #15	Get Experience
Module #16	Life Survival Skills -- Personnal Finance
Module #17	Career Planning for Disabled Students
Module #18	Colleges and You
Module #19	Financial Aid for Further Education
Module #20	NVA's National Career Poster Contest (Steps On How To Do It)
Module #21	NVGA's National Career Poetry Contest (Steps On How To Do It)

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